

Kelloe Primary Pupil Premium Strategy Statement 2025 - 2026

This statement details the school's use of pupil premium funding for the 2025 to 2026 academic year; the funding will be used to meet the schools' ambitions for disadvantaged pupils.

The statement outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact and intended outcomes we expect from the strategy.

School overview

Detail	Data
School name	Kelloe Primary
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Paul Newton Headteacher
Pupil premium lead	Paul Newton Headteacher
Governor / Trustee lead	Claire Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,865
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,865

Part A: Pupil premium strategy plan

Statement of intent

At Kelloe Primary School, we are determined that children in receipt of Pupil Premium Funding will be supported to overcome the significant barriers that they face growing up in a small, deprived village. The key areas of intent are:

- To boost self-esteem to ensure that children understand their own worth and have high expectations of what they can achieve in all areas of their lives
- Enable children to take ownership of their school journey, understanding and working on their own areas of development
- Increasing children's cultural opportunities so that they understand, appreciate and want to experience the world outside of their village
- Develop a clear moral understanding based on healthy relationships, tolerance, diversity, kindness and empathy
- Children leave the school with the academic skills, love of learning and a determination to be successful in the next phase of their education
- That gaps in knowledge and opportunity due to poverty will not disadvantage children, and every opportunity will be sought to fill the gaps children have
- Ensure language development and acquisition is a key focus of all learning activities
- Prioritise attendance and work with families to help them understand the impact poor attendance had on children in both their academic and social development
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Our approach will be responsive to the challenges and intent outline above, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted will complement each other to help pupils excel.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils have low self-esteem and do not have high expectations of themselves. They crave a sense of belonging and worth in school. Children do not leave the village and have limited understanding of the opportunities available to them.

2	A significant proportion of disadvantaged pupils have development delay when they start school, Speech is delayed, they have had little social interaction, haven't been read to or had limited exposure to books.
3	A significant proportion of KS1 disadvantaged pupils had limited access to reading materials outside of school and their reading ages are lower than expected and below ARE. In school assessments and reading ages consistently show that a significant proportion of children are not achieving ARE and or expected progress. Due to limited exposure to books and reading material, disadvantaged children's writing across school is below ARE and progress can be slow.
4	ICACI Deprivation reports show that most children live in the bottom 20% most deprived areas and anti-social behaviour is a significant issue. Children's understanding of safe and appropriate behaviour is limited on entry to school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> Children are quickly assessed on entry to Early Years and rapid support put in place to address any developmental day. Support from both inside school outside agencies identified as early as possible and plans in place to catch up. A clear support programme in reading in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day using Teaching Assistants. Children love of books grows and they become confident readers. Disadvantaged children who are still behind ARE at the end of KS1 in reading and writing receive targeted support and catch up to non- 	<ul style="list-style-type: none"> GLD disadvantaged pupils at Kelloe achieve is better than disadvantaged nationally and disadvantaged children at Kelloe are closing the gap to non-disadvantaged. Disadvantaged children passing the Phonics Screening Check are at least in line with disadvantaged nationally and are closing the gap to non-disadvantaged. End of KS1 assessments show that disadvantaged children have made accelerated progress from entry to school. End of KS2 assessments show that disadvantaged children have made accelerated progress from KS1 and have out-performed national disadvantaged pupils and

<p>disadvantaged peers by the end of KS2.</p> <ul style="list-style-type: none"> Teaching is adapted to meet the needs of all learners 	<p>are closer to non-disadvantaged pupils by the end of KS2.</p>
<ul style="list-style-type: none"> There is enough staff in school in school to support disadvantaged children with their emotional well-being – leading to children having higher self-esteem and high expectations of what they can achieve. Children have a sense of pride in themselves and the school. 	<ul style="list-style-type: none"> Children achieve well in all areas of the curriculum. Participation in clubs, events and residential is high and growing and children continue to look for opportunities beyond school. Children succeed at Secondary School and the proportion of children dropping out of education after leaving Kelloe is reduce.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading CPD. Writing CPD to improve outcomes for children.	CPD strengthens teacher knowledge and understanding. High quality first teaching has the greatest impact on closing the disadvantage gap.	2, 3
Adaptive Teaching CPD for all teaching staff.	CPD strengthens teacher knowledge and understanding. High quality first teaching has the greatest impact on closing the disadvantage gap.	2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>An additional TA employed to enable smaller group work in Early Year and KS1, targeted support for Phonics including small group work and 1:1 support for children with significant delay.</p>	<p>Smaller groups and 1:1 support have an extremely positive impact on children's learning. Targeted phonic interventions are more effective when delivered regularly.</p> <p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Phonics (EEF +4 months)</p>	<p>1, 2, 3, 4</p>
<p>Appoint an additional TA to offer small group and 1:1 support for Pupil Premium pupils in school. Across KS2.</p>	<p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition(EEF +5 months) EEF Teaching and Learning Toolkit: Phonics (EEF +4 months) EEF Teaching and Learning Toolkit: Reading comprehension strategies (EEF +6 months)</p>	<p>2, 3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide at least two hours of PE per week in all year groups.</p> <p>Provide opportunities for children to participate in events outside of the classroom – residential, theatre visits, STEM activities etc</p>	<p>EEF Teaching and Learning Toolkit: Sports participation (EEF +2 months)</p>	<p>1, 4</p>

Total budgeted cost: £78,065

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Early Years

40% of pupils are Disadvantaged - 6 pupils (1 boys and 5 girls). 50% of Disadvantaged pupils achieved the GLD. Disadvantaged pupils are below Disadvantaged pupils Nationally.

Y1 Phonics

38% of pupils are Disadvantaged - 8 pupils (5 boys and 3 girls). 88% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 5%. National Disadvantaged is 67%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

KS2 Reading

52% of pupils are Disadvantaged - 11 pupils (6 boys and 5 girls). 64% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 16%. National Disadvantaged is 64%. Disadvantaged pupils performance is equal to Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

KS2 Writing

52% of pupils are Disadvantaged - 11 pupils (6 boys and 5 girls). 55% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 28%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

Attendance 2024-2025

Disadvantaged attendance was 93.8% which is 2.2% above national disadvantaged but below 'Other' attendance by 1.3%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ReadWriteInc.	Ruth Miskin
Accelerated Reader	Renaissance
Century Tech	Century Tech
Times Table Rockstars	TTrockstars
Jigsaw	Jigsaw PSHE